

Fifth Grade –Report Card Attachment
Third Quarter 2017-2018

ENGLISH LANGUAGE ARTS
RL: Reading Standards for Literature
Key Ideas and Details
RL.5.1-3: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine theme in literature using details from the text; summarize the text. Compare story elements in a story or drama drawing on details in the text.
Integration of Knowledge and Ideas
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
Range of Reading and Level of Text Complexity
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 complexity band level independently and proficiently.
RI: Reading Standards for Informational Text
Key Ideas and Details
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Craft and Structure
RI.5.4-5 Determine the meaning of general academic and content specific words and phrases used in context and at grade level. Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more text.
Integration of Knowledge and Ideas
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Range of Reading and Level of Text Complexity
RI.5.10 By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4-5 complexity band level independently and proficiently.

RF: Foundational Skills
Phonics and Word Recognition
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
RF.5.4: Read on-level text with sufficient accuracy and fluency to support comprehension.

W: Writing
Text Types and Purposes
W.5.1-3: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing
W.5.4-5: Produce clear and coherent writing (with guidance and support from peers and adults using the writing process) in which the development and organization are appropriate to task, purpose, and audience.
W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build Knowledge

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W.5.7-9: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Students must recall relevant information from print and digital sources, summarize, paraphrase, and draw inferences to support analysis, reflection, and research. They must also provide a list of sources to document research.

Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL: Speaking and Listening

Comprehension and Collaboration

SL.5.1-3: Engage effectively in a range of collaborative discussions, and summarize main ideas and supporting evidence when shared by a speaker or read aloud from texts.

Presentation of Knowledge and Ideas

SL.5.4-6: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate details using multimedia/ visual aids to enhance meaning when necessary. Students must speak clearly at an understandable pace, adapt speech to a variety of contexts and tasks, using formal English when appropriate.

L: Language Standards: Fifth Grade

Conventions of Standard English

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage

L.5.4-5: Determine or clarify the meaning of unknown and multiple-meaning words, phrases, figurative language, word relationships, and nuances based on grade 5 reading and content.

MATH

Operations and Algebraic Thinking

5.OA.1 Solve problems involving order of operations with two types of operations.

5.OA.2 Represent problems with an equation.

Numbers and Operations: Base Ten

5.NBT.1-2: Describe the multiplicative relationship in the place value system. Use exponential notation to represent whole numbers and powers of 10. Identify patterns when multiplying powers of 10.

Numbers and Operations: Fractions

5.NF.1 Subtract fractions and mixed numbers w/same, related, or unrelated denominators.

5.NF.2: Solve word problems involving addition and subtraction of fractions and mixed numbers.

5.NF.3: Relate fractions to division.

5.NF.4: Multiply whole numbers, common fractions, and mixed numbers.

5.NF.5: Identify the effects of multiplying fractions as less than, equal to, or greater than 1.

5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers.

5.NF.7: Divide unit fractions by whole numbers and whole numbers by unit fractions.

Measurement and Data

5.MD.1: Convert like measurement units within a given measurement system.

5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit.

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Physical Science
5-PS1-1: The student is expected to develop a model to describe that matter is made of particles too small to be seen.
5-PS1-2: The student is expected to measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
5-PS1-3: The student is expected to make observations and measurements to identify materials based on their properties.
5-PS1-4: The student is expected to conduct an investigation to determine whether the mixing of two or more substances results in new substances.
5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.
Engineering, Technology and the Application of Science
3-5-ETS1-2: The student is expected to generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-5-ETS1-3: The student is expected to plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES
History
SS 5.2.2: Judge the past in the context of the time instead of imposing present norms and values on historical events.
SS 5.3.3: Describe the hardships experienced by European settlers in colonial America.
SS 5.3.4, 5.3.5: Describe how religion and economics based on geographic features influenced the settling of New England and southern regions of British North America
SS 5.3.6, 5.3.7: Illustrate and explain how colonial America solved its labor shortage problem with indentured servants and African slaves using the Triangular Trade.
SS 5.3.8: Describe conflicts between Europeans and Native Americans among colonists, and between European powers.
SS 5.3.9: Describe the role of Puritans and Quakers in shaping colonial society.
Political Science
SS 5.4.1, 5.4.2: Explain how colonial governments were based on key principles of democracy; and compare colonial participation with present day

VISUAL ARTS
FA 5.1.1-5: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.

CAREER & TECHNICAL EDUCATION
CTE 5.2.1-2: Use successful workplace and ethical behaviors. Show documentation of learning and growth.

HEALTH
Core Concepts
HE 3-5.1.5-7: Understand concepts related to health promotion and disease prevention

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HE 3-5.1.5-7: Identify the stages of growth and development in humans related to puberty and adolescence
Accessing Information
HE 3-5.2.1-2: Access valid health information and health: promoting products and services
Self-Management
HE 3-5.3.1-2: Practice health: enhancing behaviors and reduce health risks
Decision Making and Goal Setting
HE 3-5.6.3: Use decision making and goal setting skills to enhance health

PHYSICAL EDUCATION– Mr. S. Coleman
Use locomotor and non-locomotor skills in a mature (proper) form
Use manipulative skills in a mature (proper) form
Apply movement tactics in simple and modified activities
Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment
Describe health related benefits of regular participation in physical activity

WORLD LANGUAGE: JAPANESE – Ms. S. Matsutaka
Exchange information about self, other people, places, objects, activities, events and other topics of interest. (5.1.1)
Use memorized material to orally present a traditional poem, story, skit, or brief report. (5.3.1)
Describe various ways of expressing ideas in their own language and language being studied. (5.5.1)

HAWAIIANA- Kupuna Kanoë Park
Actively participates in classroom activities and completes work on time.
Develop knowledge, understanding, appreciation and internalization of fundamental aspects of Hawaiian culture, values, concepts, practices, history, and language. (Hawaiian Studies Program Guide pg. ii-5)

TECHNOLOGY: COMPUTER SCIENCE – Mr. G. Anama
Demonstrate the ability to access online resources, manage login and passwords.

LIBRARY – Mrs. L. Kidani
Read with sufficient accuracy and fluency to support comprehension. (RF.5.4)
With some guidance and support from adults, use technology to produce and publish writing in the form of a website or slideshow. (Adapted from W.5.6)
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
Gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)

MUSIC – Ms. C. Momohara
Band - C6 & C7
Standard 1 Perform various elements, expressions, and styles of music
<ul style="list-style-type: none"> ● <i>Demonstrates pitch accuracy through solfege singing</i> ● <i>Demonstrates proper playing posture</i> ● <i>Winds and Percussion - Demonstrates ability to play the first seven notes (Fl/LB/Perc: A, Bb, C, D, Eb, F, G; Cl/Tpt: B, C, D, E, F, G, A; ASax: F#, G, A, B, C, D, E) in various exercises and songs</i> <ul style="list-style-type: none"> ○ <i>Snare Drum - Performs rhythms with clear subdivision and accurate sticking</i> ● <i>Demonstrates steady tempo while playing with the class and in small groups</i>

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Standard 2	Analyze and critique music to improve performing, listening, and critical thinking skills
	<ul style="list-style-type: none">● <i>Identifies notation of first seven notes with solfege in Concert Bb and letter names</i>● <i>Identifies fingering/slide position/bar position of first seven notes</i>● <i>Uses feedback and self-assessment while practicing to refine skills or performance of various pieces - demonstrated through Progress Check Points</i>● <i>Sets goals for practice sessions and identifies indicators of meeting the goal (Ex. “My goal is to make clear transitions from re to fa. I should see that I am using the correct fingerings and all my fingers move together with little pause between notes. I should also hear each note begin with a clear pitch.”)</i>● <i>Describes how to assemble, care, and play instrument with specificity</i>
Orchestra - C5 & C8	
Standard 1	Perform various elements, expressions, and styles of music
	<ul style="list-style-type: none">● <i>Demonstrates pitch accuracy through solfege singing</i>● <i>Demonstrates proper playing posture</i>● <i>Tunes instrument using tuner and drone</i>● <i>Demonstrates developing pizzicato and bowing technique</i>● <i>Demonstrates ability to play notes in D major with proper intonation in various exercises and songs</i>
Standard 2	Analyze and critique music to improve performing, listening, and critical thinking skills
	<ul style="list-style-type: none">● <i>Identifies notation of notes in D major with solfege in Concert D and letter names</i>● <i>Identifies fingering of notes in D major scale</i>● <i>Uses feedback and self-assessment while practicing to refine skills or performance of various pieces - demonstrated through Progress Check Points</i>● <i>Sets goals for practice sessions and identifies indicators of meeting the goal (Ex. “My goal is to make clear transitions from re to fa. I should see that I am using the correct fingerings and all my fingers move together with little pause between notes. I should also hear each note begin with a clear pitch.”)</i>● <i>Describes how to assemble, care, and play instrument with specificity</i>

***For further information, go to standardstoolkit.k12.hi.us**